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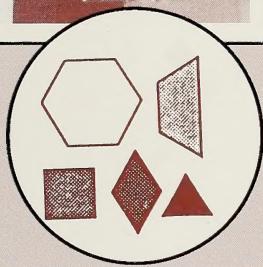


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RATIO
and PROPORTION
MODULE 5

LEARNING FACILITATOR'S MANUAL



MATHEMATICS 7



Alberta
EDUCATION

LEARNING FACILITATOR'S MANUAL

Module 5: Ratio and Proportion

Mathematics 7

Note

This Mathematics Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Mathematics 7
Learning Facilitator's Manual
Module 5
Ratio and Proportion
Alberta Distance Learning Centre
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MODULE INTRODUCTION

What Lies Ahead

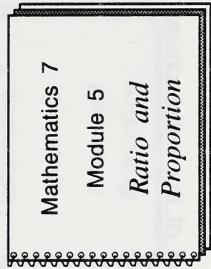
In this module the student will learn about ratios and percent.

Sections 1 to 6 deal with ratios.

Sections 7 to 11 deal with percent.

Gathering Materials

For the Module Introduction the student will need the following item:



Guiding the Student

Have the student preview the Module Booklet.

- Have the student read the Module Introduction in the Module Booklet. Then discuss with the student how the module will be evaluated.

The Learning Process

Each section of Module 5 deals with a different skill involving whole numbers or integers. Sections have several activities.

- Introductory Activities
- Practice Activities
- Extra Practice
- Concluding Activities

Remind the student that he/she will not be expected to do all the activities. You will help him/her decide what to do.

Time Management

Decide how long the student will need to complete the module. (The average student should spend about 5 weeks or 12.5 hours to complete the module. It is recommended that students spend no more than 1 hour at a time doing mathematics.)

Evaluation

Explain that the grade on Module 5 is based on work in the assignment booklet. The module booklet will help prepare the student for the assignment booklet.

Module 5 is worth 10%.

Discuss the evaluation of the entire course.

GETTING SET

What Lies Ahead

This section tests these skills:

- interpreting a ratio
- writing a ratio using colon form and fraction form
- writing equivalent ratios
- writing ratios in simplest form
- comparing and ordering ratios
- writing a proportion
- finding the missing term in a proportion

Gathering Materials

For this section the student will need these items



Guiding the Student

- Have the student turn to Section 1 in the Module Booklet and read the “What Lies Ahead” box and “Working Together.”
- Next have the student do the pretest. This will help you decide what the student should do next.

- Afterwards help the student check the answers. It may not be necessary for the student to correct errors. See the last page of this section for further directions.

Pretest**Suggested Answers**

1. Write statements using these ratios to compare the number of objects in the diagram.



a. 2 to 5

b. 5 to 7

2. Write these ratios in simplest form.

a. the number of nickels to the number of dimes

b. the value in cents of the nickels to the value in cents of the dimes

c. the value in cents of the nickels to the total value in cents

1. a. The ratio of the number of tacks to the number of paper clips is 2 to 5.

b. The ratio of the number of paper clips to the total number of objects is 5 to 7.

2. a. The ratio of the number of nickels to the number of dimes is 3 to 2.

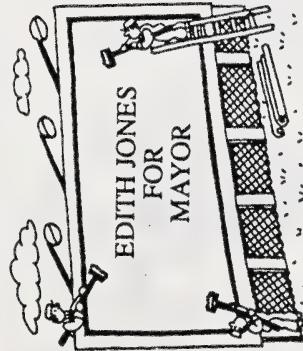
b. The ratio of the value in cents of the nickels to the value in cents of the dimes is 15 to 20, or 3 to 4.

c. The ratio of the value in cents of the nickels to the total value in cents is 15 to 35, or 3 to 7.



3. Write three equivalent ratios for each of the following.

a. 2 out of 3 people voted for Edith Jones.



b. At the County Fair 20 student tickets were sold for every 5 adult tickets sold.

b. At the County Fair 20 student tickets were sold for every 5 adult tickets sold.

3. a. Answers will vary. These are a few possibilities.

4 out of 6 people voted for Edith Jones.

6 out of 9 people voted for Edith Jones.

8 out of 12 people voted for Edith Jones.

b. Answers will vary. These are a few possibilities.

4 student tickets were sold for every 1 adult ticket sold.

40 student tickets were sold for every 10 adult tickets sold.

60 student tickets were sold for every 15 adult tickets sold.



4. A baseball team won 36 out of 42 games during the season. It won 8 out of 11 games during the playoffs. Was the ratio of the number of games won to the number of games played better during the season or during the playoffs?



4. During Season $\frac{36}{42} = 0.\dot{8}5714\dot{2}$

$$\doteq 0.9$$

Playoffs $\frac{8}{11} = 0.72$

$$\doteq 0.7$$

Since $0.9 > 0.7$, $\frac{36}{42} > \frac{8}{11}$.

5. Jon sank 10 basketballs in 18 shots. Are these ratios proportional?



5. Matt

$$\frac{20}{36} = \frac{5}{9}$$

Jon

$$\frac{10}{18} = \frac{5}{9}$$

Since $\frac{5}{9} = \frac{5}{9}$, $\frac{20}{36} = \frac{10}{18}$.

Yes, the two situations are proportional.

6. In Tara's class the ratio of the number of girls to the number of boys is 3 to 2. There are 18 girls in the class. How many boys are there in this class?



6. $\left. \begin{array}{l} \text{girls} \\ \text{boys} \end{array} \right\} 6$ $\frac{3}{2} = \frac{18}{\boxed{}}$

$$\begin{array}{r} \curvearrowleft \times 6 \curvearrowright \\ \frac{3}{2} = \frac{18}{\boxed{12}} \\ \curvearrowleft \times 6 \curvearrowright \end{array}$$

There are 12 boys in Tara's class.

7. The ratio of the measure in mL of uncooked macaroni to the measure in mL of cooked macaroni is 1 to 3. How much cooked macaroni is made from 350 mL of uncooked macaroni?

7. $\left. \begin{array}{l} \text{uncooked} \\ \text{cooked} \end{array} \right\} \frac{1}{3} = \frac{350}{\boxed{}}$

$$\begin{array}{r} \curvearrowleft \times 350 \curvearrowright \\ \frac{1}{3} = \frac{350}{\boxed{1050}} \\ \curvearrowleft \times 350 \curvearrowright \end{array}$$

1050 mL of cooked macaroni is made when 350 mL of uncooked macaroni is used.

Guiding the Student

After checking the answers, compare the student's results with the following chart. (The chart lists the skills covered

in the Pretest and the section in which the skill will be taught.)

Question	Skill	Section
1	Interpreting a ratio	2
2	Writing ratios in simplest form	3
3	Writing equivalent ratios	3
4	Comparing ratios	4
5	Comparing ratios	4
6	Finding a missing term in a proportion	5
7	Finding a missing term in a proportion	5

Help the student to decide what to do next. It is recommended that the student does most of the sections which correspond to the questions with which the student experienced difficulties and only the concluding activities

in sections which correspond to the questions with which the student experienced success. If the student had success with the Pretest, tell him or her to progress through Sections 2 to 6 very quickly.

RATIOS

What Lies Ahead

The student will learn these skills:

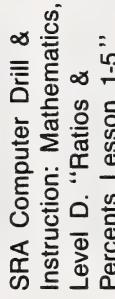
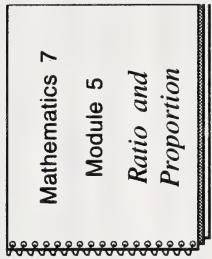
- interpreting a ratio
- writing a ratio using a colon
- writing a ratio using its fraction form
- writing a ratio using its decimal form
- reading a ratio

The student will learn these words:

- ratio
- term (of a ratio)
- first term of a ratio
- second term of a ratio

Gathering Materials

In this section the student will need these items.



Pattern blocks
5 speed
bicycle

Guiding the Student

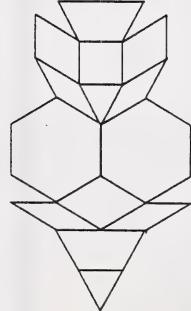
- Have the student turn to Section 2 in the Module Booklet and read the "What Lies Ahead" box.
- Next, have the student read "Working Together" and do the Introductory Activities.

- Afterwards help the student check the answers and correct any errors.

Introductory Activities**Suggested Answers**

1. Use pattern blocks to make this design. Then write statements using these ratios.

a. 3 to 1



b. 4 to 3

c. 1 to 4

d. 3 to 14

2. Use the pattern in Question 1 and write as many statements as you can using 2 to 3.

1. a. The ratio of the number of blue parallelograms to the number of orange squares is 3 to 1.

b. The ratio of the number of brown parallelograms to blue parallelograms is 4 to 3.

c. The ratio of orange squares to the number of brown parallelograms is 1 to 4.

d. The ratio of the number of blue parallelograms to the total number of blocks is 3 to 14.

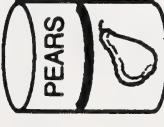
2. • The ratio of the number of yellow hexagons to the number of blue parallelograms is 2 to 3.

- The ratio of the number of red trapezoids to the number of blue parallelograms is 2 to 3.
- The ratio of the number of green triangles to the number of blue parallelograms is 2 to 3.

3. Write statements comparing the cost in dollars of the objects in the diagram. Use these ratios.

- a. 32 to 7 
- b. 8 to 17 
- c. 17 to 64 

4. Write statements comparing the capacity of the cans in the diagram. Use these ratios.

- a. 400 to 300 
- b. 300 to 700 
- c. 400 to 700 

3. a. The ratio of the cost of the mitt to the cost of the cap is 32 to 7.

b. The ratio of the cost of the ball to the cost of the bat is 8 to 17.

c. The ratio of the cost of the bat to the total cost is 17 to 64.

4. a. The ratio of the capacity of the larger can to the smaller can is 400 to 300.

b. The ratio of the capacity of the smaller can to the total capacity of the cans is 300 to 700.

c. The ratio of the capacity of the larger can to the total capacity of the cans is 400 to 700.

5. Write 3 statements using ratios comparing the value in cents of the coins in the diagram.



5. The ratio of the value in cents of the dime to the value in cents of the nickel is 10 to 5.

The ratio of the value in cents of the nickel to the value in cents of the dime is 5 to 10.

The ratio of the value in cents of the nickel to the total value in cents is 5 to 15.

The ratio of the value in cents of the dime to the total value in cents is 10 to 15.

Guiding the Student

- Have the student read “Working Together” and do the Practice Activities.
- Afterwards help the student check the answers and correct any errors.

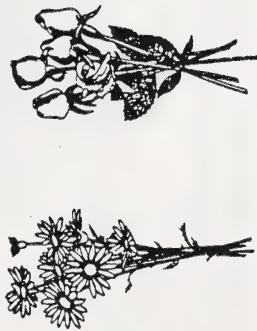
Practice Activities**Print Alternative**

1. There are 6 balls in the group of 10 items of sports equipment. What is the ratio of the number of balls to the total number of equipment items? Use the fraction form.



2. There are 5 roses and 8 daisies. Write the ratio for each of the following. Use the fraction form for your answers.

- the number of roses to the number of daisies
- the number of roses to the total number of flowers

**Suggested Answers**

1. The ratio of the number of balls to the total number of equipment items is $\frac{6}{10}$, or $\frac{3}{5}$.

2. a. The ratio of the number of roses to the number of daisies is $\frac{5}{8}$.

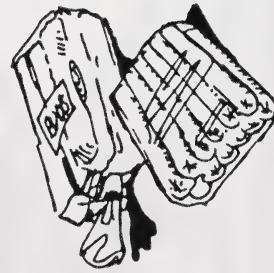
b. The ratio of the number of roses to the total number of flowers is $\frac{5}{13}$.

3. The Hawks hockey team won 41 games, lost 10 games and tied 29 games. Write the win-loss ratio. Use the colon form for the ratio.



3. The ratio of the number of games won by the Hawks to the number of games lost is 41 : 10.

4. There are 8 buns in a package. There are 12 weiners in a package. Write the ratio of the number of weiners to the number of buns. Use the colon form for the ratio.



4. The ratio of the number of weiners to the number of buns is 12 : 8, or 3 : 2.

Computer Alternative

5. Do Lesson 1, 2, 3, 4, 5 of the disk "Ratio and Percent" from the package *Computer Drill and Instruction: Mathematics, Level D* (SRA).

Read the instructions in the folder with the disk before using the program. Remember if you need help, press the SHIFT key and the  key.

5. Computer checked

Guiding the Student

- Have the student read "Working Together" and do the Concluding Activities.
- Afterwards help check the answers and correct any errors.

Concluding Activities

Suggested Answers

1. A five-speed bicycle has the gear ratios shown in the table at the right.



1. a.	Teeth on Front Gear	Teeth on Back Gear	Gear Ratio
	40	28	1.429
	40	24	1.667
	40	20	2.000
	40	17	2.353
	40	14	2.857

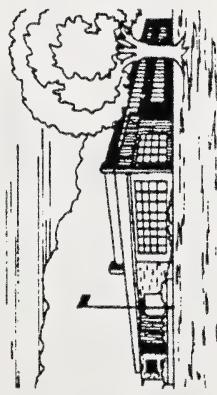
Complete the table by expressing the gear ratios in decimal number form rounded to the nearest thousandth.

b. How do you think the different gear ratios affect pedalling?

b. The higher the gear ratio, the greater the effort required, but the faster the speed.

If possible have the student examine a 5-speed bicycle and test the gears to see how different gear ratios affect pedalling.

2. There are 128 students and 5 teachers in a school. Write the student-teacher ratio. Use the decimal number form for your answer.



2. The student-teacher ratio is 25.6.

EQUIVALENT RATIOS

What Lies Ahead

The student will learn these skills:

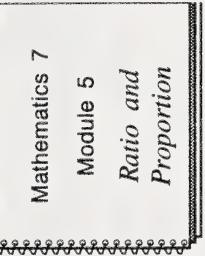
- finding equivalent ratios
- writing ratios in simplest form

These words will be learned:

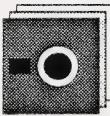
- equivalent ratios
- lowest terms

Gathering Materials

In this section the student will need these items.



MAC 8 Disk B Program A



SRA Computer Drill & Instruction: Mathematics, Level D. "Ratios & Percent Lesson 7."

Guiding the Student

- Have the student turn to Section 3 in the Module Booklet and read the "What Lies Ahead" box.
- Next, have the student read "Working Together" and do the Introductory Activities.

- Afterwards help the student check the answers and correct any errors.

Practice Activities**Suggested Answers**

1. A piano class of 12 students has 4 boys. Use a diagram to show equivalent ratios of the number of boys to the number of students.



1. There are 4 boys in 12 children.



There are 4 boys in 12 children.



There are 2 boys in 6 children.



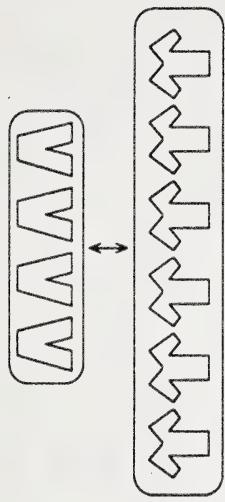
There is 1 boy in 3 children.

Note

Here part of a set is compared to the whole set.

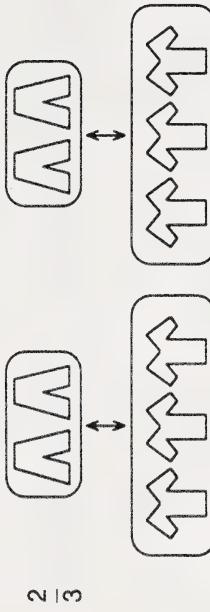
2. Janice has 6 shirts and 4 pairs of slacks. Use a diagram to show equivalent ratios of the number of slacks to the number of shirts.

2. There are 4 slacks to 6 shirts.



$$\frac{4}{6}$$

There are 2 slacks to 3 shirts.



$$\frac{2}{3}$$

Note: Here two different sets are being compared.

Guiding the Student

- Have the student read “Working Together” and do the Practice Activities
- Afterward help the student check the answers and correct any errors.

Practice Activities**Suggested Answers**

1. Use multiplication or division to write an equivalent ratio for each of the following.
 - a. The ratio of the number of boxes to the number of bags is 3 to 5.

1. a. Answers will vary. These are a few possible answers.
 - b. The ratio of the number of triangles to the number of squares is 6 to 4.

$$\frac{3}{5} = \frac{6}{10}$$

(x 2) \swarrow
\uparrow x 2

(x 3) \swarrow
\uparrow x 3

(x 4) \swarrow
\uparrow x 4

$$\frac{3}{5} = \frac{9}{15}$$

$$\frac{3}{5} = \frac{12}{20}$$

(x 4) \swarrow
\uparrow x 4

(x 3) \swarrow
\uparrow x 3

$$\frac{6}{4} = \frac{12}{8}$$

(+ 2) \swarrow
\uparrow + 2

(x 2) \swarrow
\uparrow x 2

(x 3) \swarrow
\uparrow x 3

2. Express each ratio given in lowest terms.

a. The ratio of the number of cars to the number of bicycles is 8 to 12.

$$2. \text{ a. } \frac{8}{12} = \frac{2}{3}$$

$\swarrow + 4 \rightarrow$

b. The ratio of the number of dogs to the number of cats is 5 to 10.

$$2. \text{ b. } \frac{5}{10} = \frac{1}{2}$$

$\swarrow + 5 \rightarrow$

c. The ratio of the number of pens to the number of pencils is 12 to 30.

$$2. \text{ c. } \frac{12}{30} = \frac{2}{5}$$

$\swarrow + 6 \rightarrow$

Guiding the Student

- Have the student do the Concluding Activities.
- Afterward help the student check the answers and correct any errors.

Concluding Activities**Suggested Answers**

1. Draw a set of 9 shapes for which the ratio of the number of circles to the number of triangles is 1 to 2.

$$\frac{3}{6} = \frac{1}{2}$$



There are 9 shapes altogether.

2. Draw a set with more than 9 shapes for which the ratio of the number of circles to the number of triangles is 1 : 2.

$$\frac{4}{8} = \frac{1}{2}$$



There are 12 shapes altogether.

$$\frac{5}{10} = \frac{1}{2}$$



There are 15 shapes altogether.

$$\frac{6}{12} = \frac{1}{2}$$



There are 18 shapes altogether.

3. Draw a set with more than 3, but less than 9 shapes, for which the ratio of the number of circles to the number of triangles is $\frac{1}{2}$.



3.

There are 6 shapes altogether.

$$\begin{array}{r} \cancel{2} + 2 \rightarrow \\ 2 \\ \hline 4 \\ \cancel{2} + 2 \rightarrow \end{array}$$

4. A set of shapes contains 6 squares and some triangles.
The ratio of the number of triangles to the number of squares is 2 to 3. Draw the set of shapes.

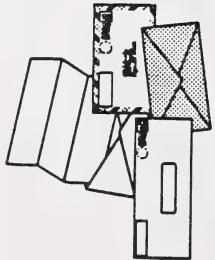


4.

There are 6 squares and 4 triangles.

$$\begin{array}{r} \cancel{4} + 2 \rightarrow \\ 4 \\ \hline 6 \\ \cancel{2} + 2 \rightarrow \end{array}$$

5. Jane has 40 stamps. The ratio of the number of Canadian stamps to the number of foreign stamps is 3 to 1. How many stamps of each type does she have?



5. Use guess-check-revise method.

C	C	C	C	C	F	F
C	C	C	C	C	F	F
C	C	C	C	C	F	F
C	C	C	C	C	F	F
C	C	C	C	C	F	F
C	C	C	C	C	F	F

$$\frac{30}{10} = \frac{3}{1}$$

↗ + 10 ↗
↗ + 10 ↗

Jane has 30 Canadian stamps and 10 foreign stamps.

6. Write the ratio in simplest form for each of these situations.



a. the number of dimes in a dollar to the number of quarters in a dollar

$$\frac{10}{4} = \frac{5}{2}$$

↗ + 2 ↗
↗ + 2 ↗

b. the number of dimes in three dollars to the number of quarters in three dollars

$$\frac{30}{12} = \frac{5}{2}$$

↗ + 6 ↗
↗ + 6 ↗

c. the value in cents of a dime to the value in cents of a quarter

$$\text{c. } \frac{10}{25} = \frac{2}{5}$$

$\curvearrowleft + 5 \curvearrowright$

d. the value in cents of a dime to the value in cents of a dollar

$$\text{d. } \frac{25}{100} = \frac{1}{4}$$

$\curvearrowleft + 25 \curvearrowright$

Computer Alternative

7. If you have access to a computer, do Program 9A of Disk B of MAC 8 (Ratio Rendezvous). Read the instructions in the folder with the disk before using the program.

7. Computer checked

COMPARING AND ORDERING RATIOS

What Lies Ahead

The student will learn these skills:

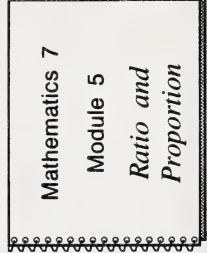
- comparing ratios
- ordering ratios from largest to smallest or from smallest to largest
- determining if situations are proportional

These words will be learned:

- golden ratio
- gear ratio
- proportion
- proportional ratio
- proportional

Gathering Materials

In this section the student will need these items.



SRA Computer Drill & Instruction:
Mathematics, Level D. "Percent" Lesson 7.

Guiding the Student

- Have the student turn to Section 4 in Module Booklet and read "What Lies Ahead" box.
- Next have student read "Working Together" and do the Introductory Activities.
- Afterwards help the student to check the answer and correct any errors.

Introductory Activities

1. Last year a bowling team won 90 out of 162 games. So far this year they have won 10 out of 12 games. Is the team doing better or worse this year than it did last year?

**Suggested Answers**

1. Express the ratios in their decimal number forms.

$$\text{Last year: } \frac{90}{162} = 0.5555 \dots, \text{ or } \frac{90}{162} \doteq 0.56$$

$$\text{This year: } \frac{10}{12} = 0.83333 \dots, \text{ or } \frac{10}{12} \doteq 0.83$$

Compare the decimal numbers.

$$0.56 > 0.83$$

$$\text{So } \frac{10}{12} > \frac{90}{162}.$$

The team is doing better this year as compared to last year.

2. In three games a basketball player made 7 of 10, 9 of 20 and 3 of 5 shots.



2. Express the ratios in their decimal number forms.

$$\text{Game 1: } \frac{7}{10} = 0.7$$

$$\text{Game 2: } \frac{9}{20} = 0.45$$

$$\text{Game 3: } \frac{3}{5} = 0.6$$

Compare the decimal numbers.

$$0.7 > 0.6 > 0.45$$

$$\text{So } \frac{7}{10} > \frac{3}{5} > \frac{9}{20}.$$

a. In which game did the player have the greatest success?

b. In which game did the player have the least success?

a. The player had the best success when he made 7 out of 10 shots.

b. The player had least success when he made 9 out of 20 shots.

3. Matt and Jon play wheelchair basketball. Matt sank 6 out of 9 basketball shots. Jon sank 9 out of 15. Which of these two players is a more accurate shooter?



3. Express the ratios in their decimal number forms.

Matt: $\frac{6}{9} = 0.6666 \dots$, or $\frac{6}{9} = 0.7$

Jon: $\frac{9}{15} = 0.6$

Compare the decimal numbers.

$0.7 > 0.6$

So $\frac{6}{9} > \frac{9}{15}$

Matt is a more accurate shooter.

4. Kara scored 17 out of 25 on the first test and 14 out of 20 on the second test. On which test did she do better?



4. Express the ratios in their decimal number forms.

First test: $\frac{17}{25} = 0.68$

Second test: $\frac{14}{20} = 0.7$

Compare the decimal numbers.

$0.7 > 0.68$

So 14 out of 20 > 17 out of 25.

Kara did better on the second test.

5. One solution contains 350 mL of water and 450 mL of antifreeze. Another solution contains 800 mL of water and 900 mL of antifreeze. Which solution has the lower ratio of antifreeze to water?

$$\text{Solution 1: } \frac{450}{350} = 1.125$$

$$\text{Solution 2: } \frac{900}{800} = 1.286$$

Compare the decimal numbers.

$$1.125 < 1.286$$

$$\text{So } \frac{900}{800} < \frac{450}{350}.$$

The solution with the lower ratio of antifreeze to water is the one which contains 800 mL of water and 900 mL of antifreeze.

5. Express each ratio in decimal number form.

6. Yuriko spelled 35 out of 40 words correctly. Derek spelled 49 out of 56 words correctly. Who is the better speller?

$$\text{Yuriko: } \frac{35}{40} = \frac{7}{8}$$

$$\text{Derek: } \frac{49}{56} = \frac{7}{8}$$

Compare the decimal numbers.

$$\frac{7}{8} = \frac{7}{8}$$

$$\text{So } \frac{35}{40} = \frac{49}{56}.$$

They are equally good spellers.



Computer Alternative

7. If you want further practice, do Lesson 7 of the “Ratio and Percent” disk from the Package *SRA Computer Drill and Instruction: Mathematics, Level D (SRA)*. Read the instructions in the folder with the disk before using the program.

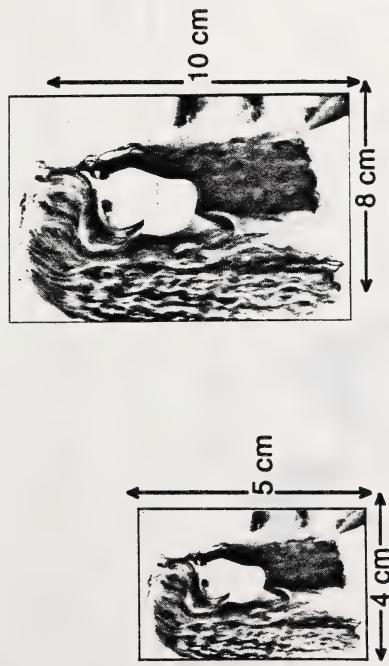
Remember if you need help, press the SHIFT key and the  key.

Guiding the Student

- Have the student read “Working Together” and do the Practice Activities.
- Afterward help the student check the answers and correct any errors.

Practice Activities

1. Are the sizes of the photographs proportional? Why?



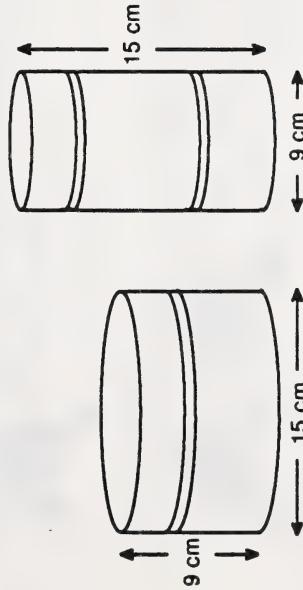
Suggested Answers

1. $\frac{10}{8} \times \frac{5}{4}$

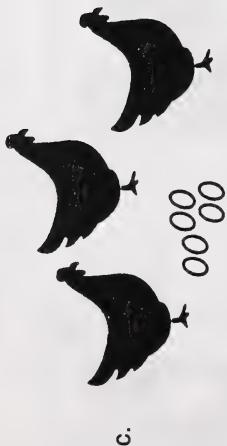
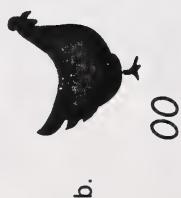
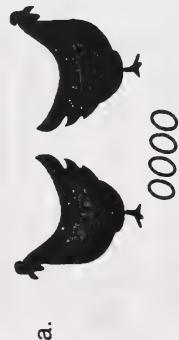
The cross products are equal.
So, yes, the photographs are proportional.

2. $\frac{9}{15} \times \frac{15}{9}$

The cross products are not equal.
So, no, the cans are not proportional.



3. What are the ratio of the number of hens to the number of eggs in these pictures? Are the ratios proportional? Why or why not?



a. $\frac{2}{4}$

b. $\frac{1}{2}$

c. $\frac{3}{6}$

The ratios are proportional because in each there are half as many hens as eggs.

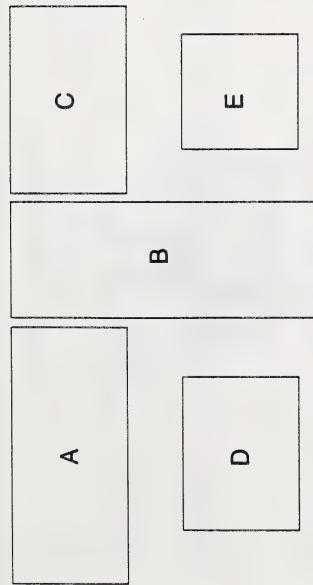
Guiding the Student

- Have the student do the Concluding Activities.

- Afterward help the student check the answers and correct any errors.

Concluding Activities

1. Consider the following rectangles.

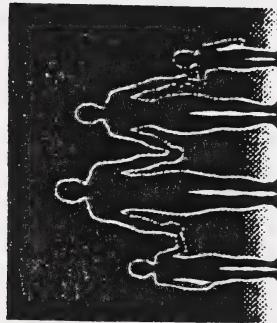


Suggested Answers

1. a. Which of these appeals most to your eye?
b. For each rectangle, measure its length and width. Use your calculator to find the ratio of its length to its width. Give each ratio in its decimal number form rounded to the nearest tenth.
c. The ancient Greeks felt that the rectangles that were most appealing to the eye were those in which the ratio of the length to width was 1.618. They called this the **golden ratio**. They used rectangles with this ratio in many of their buildings.
1. a. Answers will vary. The Greeks would say C.
b. The ratio of longest side to shortest side for A is 2.2,
for B is 2.6,
for C is 1.6,
for D is 1.3,
for E is 1.0.
c. The ratio for C is close to the golden ratio of 1.618.

Are any of the ratios in Part b of this question close to the golden ratio? If so, which one?

2. a. Artists know that the body has certain proportions and use these proportions in their work. Recruit 3 friends and measure the heights of their heads and the heights of their bodies. Then use these measurements to find the ratio of the height of the body to the height of the head.



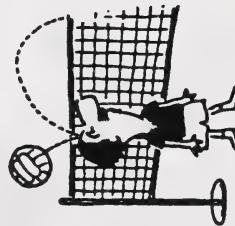
2. a.

	Person #1	Person #2	Person #3
height of body			
height of head			
ratio of height of body to height of head			

Answers will vary, but all the ratios when expressed in decimal form should be about 7.

b. What do you notice about the ratios in Part a?

c. Examine the cartoon character below. What do you notice?



FINDING A MISSING TERM IN A PROPORTION

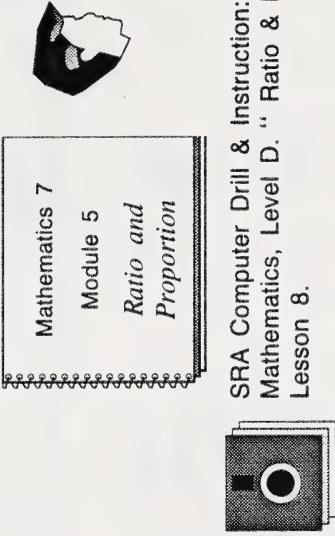
What Lies Ahead

The student will learn these skills:

- writing a proportion
- finding the missing term of a proportion

Gathering Materials

In this section the student will need these items.

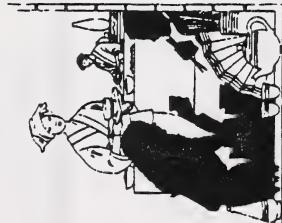


Guiding the Student

- Have the student turn to Section 5 in Module Booklet and read the "What Lies Ahead" box.
- Next have student read "Working Together" and do the Practice Activities.
- Afterwards help the student to check the answer and correct any errors.

Practice Activities**Suggested Answers**

1. In a restaurant, the ratio of the number of staff to the number of customers is 3 : 13. There are nine staff people. How many customers are there?



1.
$$\frac{\text{Staff}}{\text{Customers}} = \frac{3}{13} = \frac{9}{\square}$$

$$\frac{3}{13} = \frac{9}{\square}$$

$\nearrow \times 3 \searrow$
 $\nwarrow \times 3 \nearrow$

There are 39 customers.

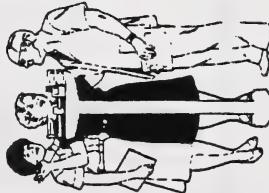
2. Maria's mass and Jean's mass are in the ratio of 5 : 4. Maria's mass is 45 kg. What is Jean's mass?

2.
$$\frac{\text{Maria}}{\text{Jean}} = \frac{5}{4} = \frac{45}{\square}$$

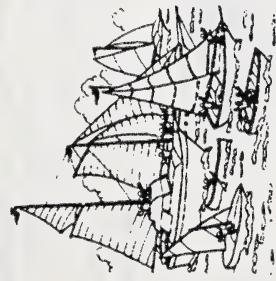
$$\frac{5}{4} = \frac{45}{\square}$$

$\nearrow \times 9 \searrow$
 $\nwarrow \times 9 \nearrow$

Jean's mass is 36 kg.



3. The ratio of canoes to sailboats on Thunder Lake is 7 to 2. There are 21 canoes. How many sailboats are there?



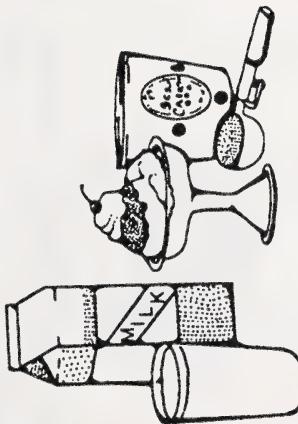
3. $\frac{\text{canoes}}{\text{sailboats}} = \frac{7}{2}$

$$\frac{7}{2} = \frac{21}{\boxed{}}$$

$\nearrow 3 \searrow$
 $\swarrow 3 \nearrow$

There are 6 sailboats on Thunder Lake.

4. The ratio of ice cream to milk in a milkshake is 1 to 3. If Krish uses 250 mL of ice cream, how much milk should he use?



4. $\frac{\text{ice cream}}{\text{milk}} = \frac{1}{3}$

$$\frac{1}{3} = \frac{250}{\boxed{}}$$

$\nearrow 250 \searrow$
 $\swarrow 250 \nearrow$

Krish should use 750 mL of milk when making a milkshake.

5. The ratio of uncooked rice to cooked rice is 1 to 5. How much uncooked rice is needed to make 250 mL of cooked rice?



5. $\left\{ \begin{array}{c} \text{uncooked} \\ \hline \text{cooked} \end{array} \right\}$

$$\frac{1}{5} = \frac{\boxed{}}{250}$$

$\downarrow \times 50 \uparrow$

$$\frac{1}{5} = \frac{\boxed{50}}{250}$$

$\downarrow \times 50 \uparrow$

The amount of uncooked rice needed is 50 mL.

6. Frozen orange juice concentrate is mixed with water in the ratio of 1 : 3. How much water is needed if you use 300 mL of concentrate?



6. $\left\{ \begin{array}{c} \text{concentrate} \\ \hline \text{water} \end{array} \right\}$

$$\frac{1}{3} = \frac{\boxed{300}}{\boxed{}}$$

$\downarrow \times 300 \uparrow$

$$\frac{1}{3} = \frac{\boxed{300}}{\boxed{900}}$$

$\downarrow \times 300 \uparrow$

The amount of water needed is 900 mL.

Guiding the Student

- If the student had difficulty with the Practice Activities, assign the Extra Practice. If the student had success with the Practice Activities, assign the Concluding Activities.
- Afterwards help the student check the answers and correct any errors.

Extra Practice**Computer Alternative**

1. Do Lesson 8 of the "Ratio and Percent" disk from the Package *SRA Computer Drill and Instruction: Mathematics, Level D*. Read the instructions in the folder with the disk before using the program.

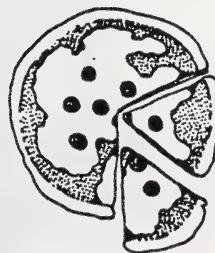
Remember if you need help, press the SHIFT key and the **?** key.

Print Alternative

2. If 2 large pizzas serve 5 people, how many large pizzas are needed to serve 20 people?

$$\frac{2 \text{ pizzas}}{5 \text{ people}} = \frac{\boxed{}}{20}$$

↑ x 4 ↓
↑ x 4 ↓



8 large pizzas are needed to serve 20 people.

3. To make a certain shade of orange, 3 parts of yellow are mixed with 4 parts of red. An artist is going to use 60 mL of yellow paint to make this shade of orange. How much red paint is needed?



3.
$$\left. \begin{array}{r} \text{yellow} \\ \text{red} \end{array} \right\} \quad \left. \begin{array}{r} 3 \\ 4 \end{array} \right\} = \frac{60}{\boxed{}} \\ \times 20 \nearrow \\ \left. \begin{array}{r} 3 \\ 4 \end{array} \right\} = \frac{60}{\boxed{80}} \\ \times 20 \nearrow$$

80 mL of red paint is needed to make this shade of orange.

4. For every 3 loaves of bread a food bank gives away, it gives away 10 oranges. In one day 57 loaves of bread were given away. How many oranges were given away on the same day?

4.
$$\left. \begin{array}{r} \text{bread} \\ \text{oranges} \end{array} \right\} \quad \left. \begin{array}{r} 3 \\ 10 \end{array} \right\} = \frac{57}{\boxed{}} \\ \times 19 \nearrow \\ \left. \begin{array}{r} 3 \\ 10 \end{array} \right\} = \frac{57}{\boxed{190}} \\ \times 19 \nearrow$$

190 oranges were given away on the day when 57 loaves of bread were sold.



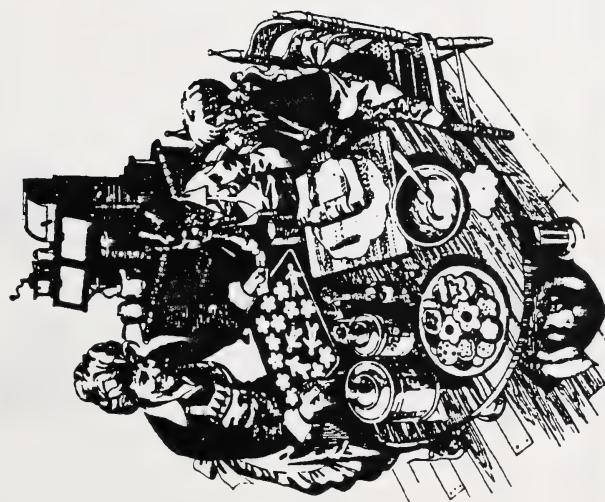
5. A cookie recipe calls for 2 parts of flour to 1 part of sugar. Tom uses 350 mL of flour. How much sugar does Tom need to make these cookies?

5.  flour
sugar

$$\frac{2}{1} = \frac{350}{\boxed{}}$$

$$\begin{array}{r} \times 175 \\ \hline 2 \quad \quad \quad 350 \\ \hline 1 \quad \quad \quad \boxed{175} \\ \times 175 \end{array}$$

Tom needs 175mL of sugar when he uses 350 mL of flour to make these cookies.



Guiding the Student

- Have the student do the Concluding Activities.

- Afterwards help check the answers and correct any errors.

Concluding Activities

1. a. In spite of their small size, ants can lift surprisingly heavy objects. Some ants can lift objects that are 50 times heavier than their bodies. What is the ratio of the mass of an ant to the mass it can lift?

b. How much mass can a 0.25-g ant lift?

**Suggested Answers**

1. a. The ratio of the mass of an ant to the mass it can lift is 1 : 50.

b.

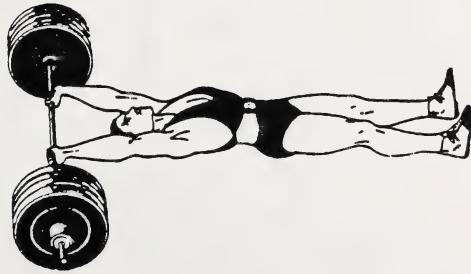
$$\frac{\text{mass of ant}}{\text{mass it can lift}}$$

$$\frac{1}{50} = \frac{0.25}{\boxed{}}$$

$$\frac{1}{50} = \frac{0.25}{\boxed{12.5}}$$

A 0.25-g ant can lift 12.5 g.

2. a. If your strength was proportional to an ant's, how much mass could you lift?



2. a. Answers will vary.

Be sure the student measures his/her mass or weight and the object lifted in the same unit.

Suppose your mass is 42 kg.

$$\frac{0.25}{12.5} = \frac{42}{\boxed{}}$$

$$\frac{0.25}{12.5} = \frac{42}{\boxed{2100}}$$

\swarrow \searrow
 $\backslash \times 168 \uparrow$

If your strength was proportional to an ant's, you could lift 2100 kg.

b. How much can you really lift?
c. What is the ratio of your mass to the mass you can lift?
b. Answers will vary. You could probably lift 20 kg, but certainly not 2100 kg.
c. Answers will vary. If you could lift 20 kg and your mass is 42 kg, this would give a ratio of $\frac{42}{20}$ or $\frac{21}{10}$ or 2.1.

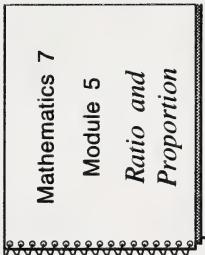
SUMMARY

What Lies Ahead

In this summary the student will review the skills taught in Sections 1 to 5.

Gathering Materials

The student will need these items.



Guiding the Student

- Have the student turn to the Summary in the Module Booklet and review the skills taught in Sections 1 to 5.
- Then have the student correct any errors in the Pretest.

GETTING SET

What Lies Ahead

These skills will be tested:

- expressing a ratio, out of 100, as a percent
- expressing a ratio, not out of 100, as a percent
- expressing a percent as a decimal and a fraction
- expressing a decimal and a fraction as a percent
- finding a percent of a number

Gathering Materials

In this section the student will need these items.



Guiding the Student

- Have the student turn to Section 7 in Module Booklet and read the “What Lies Ahead” box and “Working Together”.
- Next have student do the Pretest. The Pretest will help you decide what the student should do next.

- Afterwards help the student to check the answers. It may not be necessary to correct errors. See the last page of this section for further instructions.

Pretest**Suggested Answers**

1. In a package of 100 gummed stars there are 28 blue, 13 gold, 23 green and 15 silver stars. The rest are red. Express the number of stars of each color as a percent of the total.



1. $\frac{28}{100} = 28\%$;
 $\frac{13}{100} = 13\%$;
 $\frac{23}{100} = 23\%$;
 $\frac{15}{100} = 15\%$;

$$\frac{21}{100} = 21\%$$

Of all the stars, 28% are blue, 13% are gold, 23% are green, 15% are silver and 21% are red.

2. Express each ratio below as a percent.

a. $\frac{27}{100}$
b. $20 : 100$
c. 12 out of 20
d. $\frac{15}{25}$
e. $6 : 10$

b. 20%
c. $\frac{12}{20} = \frac{60}{100} = 60\%$
d. $\frac{15}{25} = \frac{60}{100} = 60\%$
e. $\frac{6}{10} = \frac{60}{100} = 60\%$

3. a. What percent of the egg carton below is full?

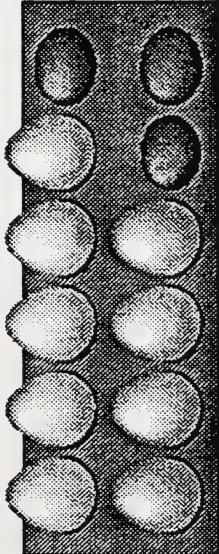
3. a. $\frac{9}{12} = \frac{3}{4} = \frac{75}{100} = 75\%$

75% of the carton is full

b. What percent of the egg carton below is empty?

b. $100\% - 75\% = 25\%$

25% of the carton is empty.



4. Rewrite each of these sentences using a percent.

a. The team won 0.85 of its games.

4. a. $0.85 = \frac{85}{100} = 85\%$

The team won 85% of its games.

b. During a sale the price was reduced by $\frac{1}{2}$.

b. $\frac{1}{2} = \frac{50}{100} = 50\%$

During a sale the price was reduced by 50%.

c. Maria scored 18 out of 25 on a test.

c. $\frac{18}{25} = \frac{72}{100} = 72\%$

Maria scored 72% on a test.

5. Express each decimal number as a percent.

- a. 0.35
- b. 0.07
- c. 0.4
- d. 0.62

5. a. $0.35 = \frac{35}{100} = 35\%$

b. $0.07 = \frac{7}{100} = 7\%$

c. $0.4 = \frac{4}{10} = \frac{40}{100} = 40\%$

d. $0.62 = \frac{62}{100} = 62\%$

6. Express each fraction given as a percent.

- a. $\frac{23}{100}$
- b. $\frac{3}{10}$
- c. $\frac{4}{5}$
- d. $\frac{8}{200}$
- e. $\frac{7}{25}$

6. a. $\frac{23}{100} = 23\%$

b. $\frac{3}{10} = \frac{30}{100} = 30\%$

c. $\frac{4}{5} = \frac{80}{100} = 80\%$

d. $\frac{8}{200} = \frac{4}{100} = 4\%$

e. $\frac{7}{25} = \frac{28}{100} = 28\%$

7. Express each percent given as a decimal number and as a fraction in lowest terms.

- a. 45%
b. 9%
c. 20%
d. 16%

7. a. $45\% = 0.45$ $45\% = \frac{45}{100} = \frac{9}{20}$
b. $9\% = 0.09$ $9\% = \frac{9}{100}$
c. $20\% = 0.2$ $20\% = \frac{20}{100} = \frac{1}{5}$
d. $16\% = 0.16$ $16\% = \frac{16}{100} = \frac{4}{25}$

8. Estimate the answer for each of the following.

8. Answers will vary. Students may use rounding or front-end digits. Students may also compensate.

- a. about 40
b. about 2
c. about 20
- a. 40% of 102
b. 22% of 10
c. 66% of 300

9. Calculate the answer for each of the following.

- a. 48% of 2000
- b. 22% of 10
- c. 66% of 300

9. a. 4% of 2000 = $0.48 \times 2000 = 960$

b. 22% of 10 = $0.022 \times 10 = 2.2$

c. 66% of 300 = $0.66 \times 300 = 198$

10. About 20% of Canada's population is under the age of 15. In 1986 the population was about 25 000 000.

a. About how many people in Canada were under 15?

10. a. 20% of 25 000 000 = $0.2 \times 25 000 000 = 5 000 000$

In 1986 about 5 000 000 people were under 14.

b. About how many people in Canada were over 15?

b. 80% of 25 000 000 = $0.8 \times 25 000 000 = 20 000 000$

or $25 000 000 - 5 000 000 = 20 000 000$

In 1986 about 20 000 000 people were over 15.

Guiding the Student

After checking the answers, compare the student's results with the following chart. (The chart lists the skills covered

in the Pretest and the section in which the skill will be taught.)

Question	Skill	Section
1,2a,b	expressing a ratio, out of 100, as a percent	7
2c,d,e, 3	expressing a ratio, not out of 100, as a percent	7
4,5,6	expressing fractions and decimals as a percent	8
7	expressing a percent as a fraction and a decimal	8
8-10	finding a percent of a number	9

Help the student to decide what to do next. It is recommended that the student does most of the sections which correspond to the questions with which the student experienced difficulties and only the concluding activities

in sections which correspond to the questions with which the student experienced success. If the student had success with the Pretest, tell him or her to progress through Sections 7 to 9 very quickly.

PERCENTS

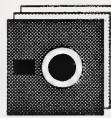
What Lies Ahead

The student will learn these skills.

- interpreting percent
- expressing a ratio as a percent

Gathering Materials

In this section the student will need these items.



SRA Computer Drill & Instruction:
Mathematics, Level D, "Ratio & Percent"
Lesson 9.

Guiding the Student

- Have the student turn to Section 8 in Module Booklet and read "What Lies Ahead" box.
- Next have student read "Working Together" and do the Introductory Activities.

- Afterwards help the student to check the answer and correct any errors.

Introductory Activities**Suggested Answers**

1. On a mathematics test George answered 72 out of 100 questions correctly. Express this as a percent. Write a statement.



1. George answers 72% of the questions on a mathematics test correctly.

2. The ratio of men to women at a banquet was 94 to 100. Express this as a percent. Write a statement.



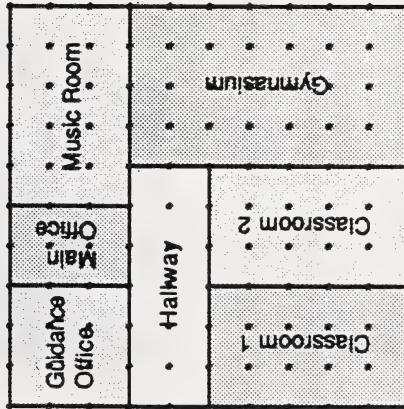
2. The number of men at the banquet was 94% of the number of women attending this function.

3. What percent of the floor room is each of the following?

- a. guidance office
- b. main office
- c. music room
- d. gymnasium
- e. hallway
- f. classroom 1
- g. classroom 2

3. The entire floor space is 100 squares or 100%.

- a. The guidance office is 9 squares out of 100 or 9%.
- b. The main office is 6 squares out of 100 or 6%.
- c. The music room is 15 squares out of 100 or 15%.
- d. The gymnasium is 28 squares out of 100 or 28%.
- e. The hallway is 12 squares out of 100 or 12%.
- f. Classroom 1 is 15 squares out of 100 or 15%.
- g. Classroom 2 is 15 squares out of 100 or 15%.



4. What do all the percents in Question 3 total?
5. Raju was ill 3 days in every 100 days and was absent from school.
 - a. What percent of the time was he ill?
 - b. What percent of the time was he able to attend classes?
4. All the percents in Question 3 total 100%.
5. a. Raju was ill 3% of the time.
b. Raju attended classes 97% of the time.

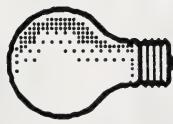


Guiding the Student

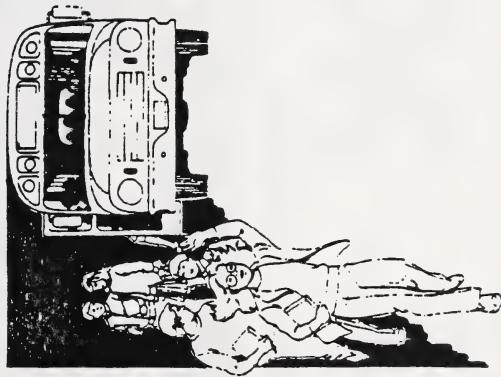
- Have the student read “Working Together” and do the Practice Activities.
- Afterwards help the student check the answers and correct any errors.

Practice Activities

1. If 2 out of 25 bulbs tested by the Bright Light Company fails, what percent of the bulbs failed?



2. There are 17 boys to 20 girls on the bus. Express this ratio as a percent. Use a statement.

**Suggested Answers**

1.
$$\frac{2}{25} = \frac{8}{100}$$

$\swarrow \times 4 \quad \searrow$
 $\swarrow \times 4 \quad \searrow$

$= 8\%$

8% of the bulbs tested failed.

2.
$$\frac{17}{20} = \frac{85}{100}$$

$\swarrow \times 5 \quad \searrow$
 $\swarrow \times 5 \quad \searrow$

$= 85\%$

The number of boys is 85% of the number of girls.

3. Janice received these marks on five tests.

Language Arts	19 out of 25
Mathematics	42 out of 50
Science	9 out of 10
Social Studies	16 out of 20
French	82 out of 100

a. Express each mark to a percent



3. a. Language Arts	$\frac{19}{25} = \frac{76}{100} = 76\%$
Mathematics	$\frac{42}{50} = \frac{84}{100} = 84\%$
Science	$\frac{9}{10} = \frac{90}{100} = 90\%$
Social Studies	$\frac{16}{20} = \frac{80}{100} = 80\%$
French	$\frac{82}{100} = 82\%$

b. Rank the test results from the highest percent to the lowest percent.

b. The marks ranking from the highest mark to the lowest mark are the following:
90%, 84%, 82%, 80%, 76%

Guiding the Student

- Have the student do the Concluding Activities

- Afterwards help the student check the answers.

Concluding Activities

The student council had 2 candidates for president. Suzanne got 3 votes for every 2 votes that Ruth got. What percent of all the votes did Suzanne get?

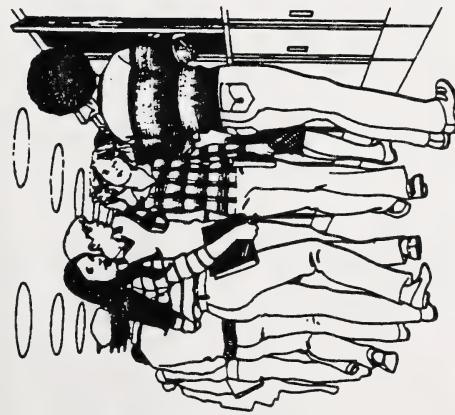
Suggested Answers

$$3 + 2 = 5$$

Out of every 5 votes, Suzanne got 3 votes.

$$\frac{3}{5} = \frac{60}{100} = 60\%$$

Suzanne got 60% of all the votes.



FRACTIONS, DECIMALS AND PERCENTS

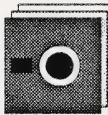
What Lies Ahead

The student will learn these skills.

- expressing a percent as a decimal number
- expressing a percent as a fraction
- expressing a fraction as a percent
- expressing a decimal number as a percent

Gathering Materials

In this section the student will need these items.



SRA Computer Drill & Instruction:
Mathematics, Level D, "Ratio &
Percent" Lessons 12, 13, 14, 15, 16,
20, 21.

Guiding the Student

- Have the student turn to Section 9 in Module Booklet and read "What Lies Ahead" box.
- Afterwards help the student to check the answer and correct any errors.
- Next have student read "Working Together" and do the Practice Activities.

Practice Activities**Suggested Answers**

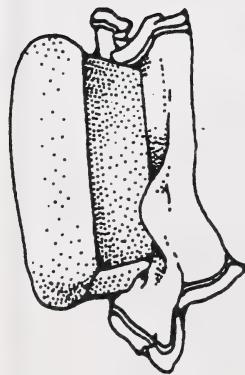
1. A loaf of bread is 60% whole wheat. Express the percent of whole wheat flour in this loaf of bread as these.

a. a fraction in lowest terms

b. a decimal number

1. a. $60\% = \frac{60}{100} = \frac{3}{5}$

b. $60\% = \frac{60}{100} = 0.6$



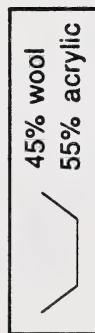
2. The label on a sweater tells that it is made of wool fibre and acrylic fibre. Express each part as these.

a. a fraction in lowest terms

b. a decimal number

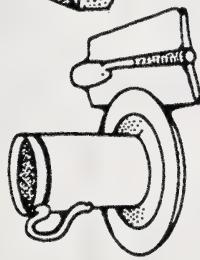
2. a. $45\% = \frac{45}{100} = \frac{9}{20}$ $55\% = \frac{55}{100} = \frac{11}{20}$

b. $45\% = \frac{45}{100} = 0.45$ $55\% = \frac{55}{100} = 0.55$



3. Coffee cream is 18% milk fat. Express the percent of milk fat as these.

- a. a fraction in lowest terms
- b. a decimal number

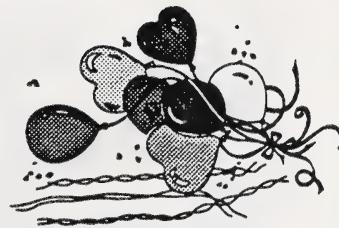


3. a. $18\% = \frac{18}{100} = \frac{9}{50}$

b. $18\% = \frac{18}{100} = 0.18$

4. In a package, the number of red balloons is 40% of the number of yellow balloons. Express the percent as these.

- a. a fraction in lowest terms
- b. a decimal number



4. a. $40\% = \frac{40}{100} = \frac{2}{5}$

b. $40\% = \frac{40}{100} = 0.40 = 0.4$

5. A solder is made of zinc, tin and lead. The amount of tin is 60% the amount of lead. Express the percent as these.

- a. a fraction in lowest terms
- b. a decimal number



6. About $\frac{3}{4}$ of the computer class were present. Express the fraction as these.

- a. a percent
- b. a decimal number



7. The baseball batter hit safely in 0.25 of the times he was up to bat. Express the decimal number as these.

- a. a percent
- b. a fraction



7. a. $0.25 = \frac{25}{100} = 25\%$

b. $0.25 = \frac{25}{100} = \frac{1}{4}$

8. The amount of fence Bruce painted is $\frac{1}{5}$ the amount Joan painted. Express the fraction as these.

- a. a percent
- b. a decimal

8. a. $\frac{1}{5} = \frac{20}{100} = 20\%$

b. $\frac{1}{5} = \frac{2}{10} = 0.2$



9. Jake's age is 0.3 of his father's age. Express the decimal as these.

- a. a percent
- b. a fraction



9. a. $0.3 = \frac{3}{10} = \frac{30}{100} = 30\%$

b. $0.3 = \frac{3}{10}$

10. Complete this table. Give the fractions in lowest terms.

10.	Fraction	Decimal	Percent
a.	$\frac{1}{100}$	0.01	1%
b.	$\frac{2}{100} = \frac{1}{50}$	0.02	2%
c.	$\frac{1}{10}$	0.01	10%
d.	$\frac{35}{100} = \frac{1}{20}$	0.35	35%
e.	$\frac{2}{10} = \frac{1}{5}$	0.2	20%
f.	$\frac{4}{10} = \frac{2}{5}$	0.4	40%
g.	$\frac{1}{2}$	0.05	50%
h.	$\frac{3}{5}$	0.6	60%

Guiding the Student

- If the student had difficulties with Practice Activities, assign the Extra Practice.
- If the student had success assign the Concluding Activities.
- Afterwards help the student check the answers and correct any errors.

Extra Practice**Computer Alternative**

1. Do Lessons 11, 12, 13, 14, 15, 16, 20 and 21 of the “Ratio and Percent” disk from the package *Computer Drill and Instruction: Mathematics, Level D*. Read the instructions in the folder with the disk before using the program.

Remember if you need help, press the SHIFT key and the  key.

Print Alternative

2. Express each percent as a decimal number.
 - a. 67%
b. 68%
c. 69%
d. 70%
 2. a. $67\% = \frac{67}{100} = 0.67$
b. $68\% = \frac{68}{100} = 0.68$
c. $69\% = \frac{69}{100} = 0.69$
d. $70\% = 0.70 = 0.7$

Suggested Answers**Computer Alternative**

1. computer checked

3. Express each percent as a fraction in lowest terms.

- a. 20%
 $\frac{20}{100} = \frac{1}{5}$
- b. 21%
 $\frac{21}{100}$
- c. 22%
 $\frac{22}{100} = \frac{11}{50}$
- d. 23%
 $\frac{23}{100}$

4. Express each of these fractions as a percent and as a decimal number.

- a. $\frac{1}{10} = 10\% = 0.1$
- b. $\frac{4}{5} = \frac{80}{100} = 80\% = 0.8$
- c. $\frac{3}{4} = \frac{75}{100} = 75\% = 0.75$
- d. $\frac{1}{2} = \frac{50}{100} = 50\% = 0.5$

5. Express each of these decimal numbers as a percent and as a fraction in lowest terms.

a. 0.2	a. $0.2 = \frac{2}{10} = \frac{20}{100} = 20\%$	Percent	Decimal Number
b. 0.8	b. $0.8 = \frac{8}{10} = \frac{80}{100} = 80\%$	Percent	Decimal Number
c. 0.85	c. $0.85 = \frac{85}{100} = 85\%$	Percent	Decimal Number
d. 0.95	d. $0.95 = \frac{95}{100} = 95\%$	Percent	Decimal Number

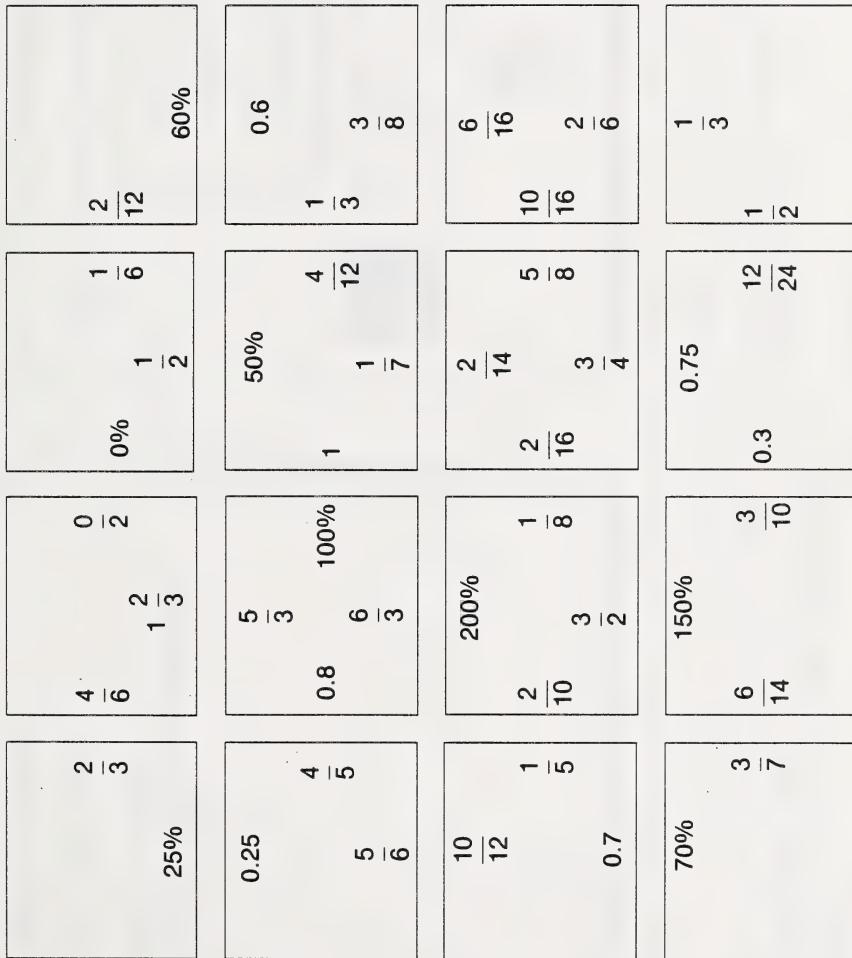
• Have the student do the Concluding Activities.

• Afterwards help the student check the answers.

Guiding the Student

Concluding Activities**Suggested Answers**

Cut out the squares of the percent puzzle at the end of this booklet. Fit them together so that the edges that are next to each other and are up or down from each other name the same ratio.



FINDING A PERCENT OF A NUMBER

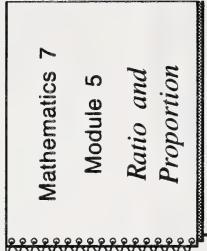
What Lies Ahead

The student will learn these skills:

- estimating a percent of a number
- finding a percent of a number using paper and pencil methods or a calculator

Gathering Materials

In this section the student will need these items.



MAC 6 Disk B "Making Sense of Percents"
SRA Computer Drill & Instruction:
Mathematics, Level D, "Ratio & Percent"
Lesson 17.



Guiding the Student

- Have the student turn to Section 10 in Module Booklet and read the "What Lies Ahead" box.
- Next have student read "Working Together" and do the Introductory Activities.

- Afterwards help the student to check the answer and correct any errors.

Introductory Activities**Suggested Answers**

1. Circle the best estimate for each of these percent problems.

a. 98% of 680

b. 26% of 399

c. 33% of 180

d. 49% of 105

e. 22% of 450

a. 0.68,

b. 1,

c. 0.6,

d. 0.5,

e. 0.9,

6.8,

10,

6,

5,

9,

680

1000

600

500

900

2. Estimate an answer for each of the following.

a. 98% of 60

b. 11% of 750

c. 22% of 50

d. 20% of 189

e. 50% of 59

f. 82% of 605

2. Answers may vary because students may round, use front-end digits, or may compensate.

a. about 59

b. about 75

c. about 10

d. about 40

e. about 30

f. about 30

Computer Alternative

3. Do the program "Making Sense of Percents" on Disk B of MAC 6. Read the instructions in the folder with the disk before using the program.
3. Computer checked.

Guiding the Student

- Have the student read "Working Together" and do the Practice Activities.
- Afterwards help the student check the answers and correct any errors.

Practice Activities**Suggested Answers**

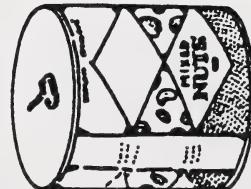
1. The seating capacity of a football stadium is 10 800. At one game 75% of the seats were occupied. How many people were at the football game?



1. $75\% \text{ of } 10\,800 = 0.75 \times 10\,800 = 8100$
There were 8100 people at the football game.

2. About 80% of the nuts in a can of mixed nuts are peanuts. In a handful of 20 nuts, how many peanuts are there?

2. $80\% \text{ of } 20 = 0.80 \times 20 = 16$
There are 16 peanuts in a handful of 20 nuts.



3. Find the amount of milkfat contained in 1000 mL of each type of cream in the chart below.

Type	Milkfat
a. whipping cream	35%
b. coffee cream	18%
c. cereal cream	9%
d. partly-skimmed milk	2%

3. a. $35\% \text{ of } 1000 = 0.35 \times 1000 = 350$
There is 350 mL of milk fat in 1000 mL of whipping cream.

b. $18\% \text{ of } 1000 = 0.18 \times 1000 = 180$
There is 180 mL of milk fat in 1000 mL of coffee cream.

c. $9\% \text{ of } 1000 = 0.09 \times 1000 = 90$
There is 90 mL of milk fat in 1000 mL of cereal cream.

d. $2\% \text{ of } 1000 = 0.2 \times 1000 = 20$
There is 20 mL of milk fat in 1000 mL of partly-skimmed milk.

4. Martinez uses solder to fix his pipes. Solder is a mixture of tin and lead. In hard solder 65% of the total mass is tin. Find the amount of lead and tin in a 5 kg bar of hard solder.

$$4. \text{ 65\% of } 5 = 0.65 \times 5 = 3.25$$

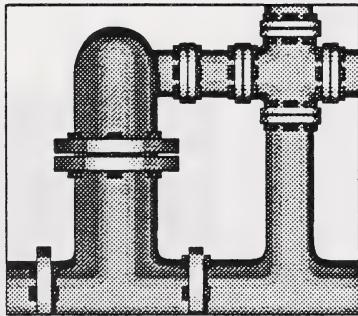
There is 3.25 kg of tin in 5 kg of hard solder.

$$35\% \text{ of } 5 = 0.35 \times 5 = 1.75$$

or

$$5 - 1.75 = 3.25$$

There is 1.75 kg of lead in 5 kg of hard solder.



Guiding the Student

- If the student had difficulty with Practice Activities,
assign the Extra Practice.
- If the student had success with the Practice Activities,
assign the Concluding Activities.

Extra Practice**Computer Alternative**

1. Do Lesson 17 of the "Ratio and Percent" disk from the Package *SRA Computer Drill and Instruction: Mathematics, Level D*. Read the instructions in the folder with the disk before using the program.

Remember if you need help, press the SHIFT key and the  key.

Print Alternative

2. Calculate each of the following.
 - a. 25% of 60
 - b. 32% of 90
 - c. 21% of 85
 - d. 96% of 340
 - e. 42% of 1280

1. Computer checked.
2. a. $25\% \text{ of } 60 = 0.25 \times 60 = 15$
b. $32\% \text{ of } 90 = 0.32 \times 90 = 28.8$
c. $21\% \text{ of } 85 = 0.21 \times 85 = 17.85$
d. $96\% \text{ of } 340 = 0.96 \times 340 = 326.4$
e. $42\% \text{ of } 1280 = 0.42 \times 1280 = 537.6$

Suggested Answers**Computer Alternative**

1. Computer checked.

3. Play "Percent Tic-Tac-Toe"¹! The directions are given below. The game board is in the appendix. You will need two-coloured counters.

Follow these directions.

- Two players alternate turns.
- A player picks two numbers from the number table and computes the percentage one number is of the other. A player who picks 25 and 75 computes 25 percent of 75 or 75 percent of 25.
- The player then covers an uncovered box on the game board that is closest to his or her answer.
- The first player to get three in a row (horizontally, vertically, or diagonally) wins.

3. Discuss the game results.

Guiding the Student

- Have the student do the Concluding Activities.
- Afterwards check the answers and correct any errors.

¹National Council of Teachers of Mathematics for excerpts from *The Arithmetic Teacher*, January, 1988, Reston, Virginia.

Concluding Activities

1. In a plant of 2000 employees, 2% were absent one day.
How many employees were present on this particular day?

Suggested Answers**1. Method 1**

$$100\% - 2\% = 98\%$$

$$98\% \text{ of } 2000 = 0.98 \times 2000 = 1960$$

1960 employees were present on this particular day.

Method 2

$$2\% \text{ of } 2000 = 0.02 \times 2000 = 40$$

40 employees were absent on this particular day.

$$\text{So } 2000 - 40 = 1960.$$

1960 employees were present on this particular day.



2. 72% of the earth's surface is water. If 25% of the dry land is forested, how much of the earth is forest? Leave your answer as a percent.

$$2. 100\% - 72\% = 28\%$$

So 28% of earth is dry land.

$$25\% \text{ of } 28\% = 0.25 \times 28\% = 7\%$$

So 7% of earth's surface is forested.

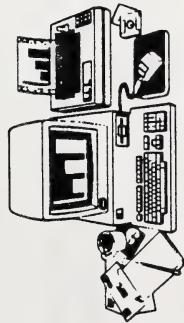


3. In the city of Exon, population 40 000, 10% of the population have two computers each, 70% of the remainder have none, and all the others have one computer each. How many computers are there in Exon?

3. There are several ways to solve this problem. Here is one.

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3. There are several ways to solve this problem. Here is one.



$$10\% \text{ of } 40\ 000 = 0.1 \times 40\ 000 = 4\ 000$$

4000 people have 2 computers. This is 8000 computers.

Step One: 10% of the population have two computers. How many computers is this?

Step Two: 70% of the remaining population have none and all the others have one computer each. How many computers are there in the remaining population?

$$40\ 000 - 4\ 000 = 36\ 000$$

36 000 people have one computer or none.

70% of 36 000 have none. So 30% of 36 000 have one computer each.

$$30\% \text{ of } 36\ 000 = 0.3 \times 36\ 000 = 10\ 800$$

10 800 people have one computer each. That is, 10 800 computers.

Step Three: Find the total number of computers in Exon.

$$8000 + 10\ 800 = 18\ 800$$

There are 18 800 computers in Exon.

SUMMARY

What Lies Ahead

In this summary the student will review the skills taught in Sections 6 to 9.

Gathering Materials

In this section the student will need these items.



Guiding the Student

- Have the student turn to the Summary and review the skills taught in Sections 6 to 9.

- Then have the student correct any errors he or she may have made in the Pretest in Section 6.

MODULE CONCLUSION

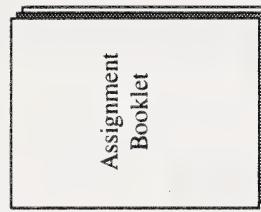
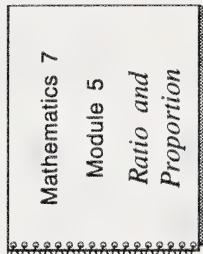
What Lies Ahead

The student is now ready to do the assignment in the Assignment Booklet.

The student will be graded on the work done in this booklet.

Gathering Materials

In this section the student will need these items.



Guiding the Student

- Have the student complete the Assignment. The student may refer to the notes but the Assignment must be done independently.

- Afterwards you should both sign the declaration and you should submit the Assignment Booklet for feedback and a grade.

40

Suggested Answers to Assignment Booklet**Part 1: Multiple Choice Questions**

Each of the following questions has four suggested answers, one of which is better than the others. Indicate your choice by writing the letter in the blank on the response page at the right.

1. What is the ratio of the number of white squares to the number of black squares?
a. 5 : 3
b. 3 : 5
c. 5 : 8
d. 8 : 5

2. What is the ratio of the number of black squares to the number of all the squares?
a. 5 : 3
b. 3 : 5
c. 8 : 3
d. 3 : 8

3. Which ratio is equivalent to 3 : 7?
a. 1 : 2
b. 7 : 3
c. 18 : 35
d. 12 : 28

4. Which ratio is larger than any of the others?
a. $\frac{4}{3}$
b. $\frac{3}{4}$
c. $\frac{7}{4}$
d. $\frac{4}{7}$

Part 1 Response Page1. a2. d3. d4. c

Part 1 (continued)

5. Which term is missing from $\frac{5}{6} = \frac{\square}{54}$?

- a. 40
- b. 48
- c. 45
- d. 50

6. Which term is missing from $\frac{15}{24} = \frac{5}{8} = \frac{10}{\square}$?

- a. 18
- b. 16
- c. 15
- d. 12

7. Darin saves \$3 of every \$4 that he earns. Last year he earned \$960. How much did he save?

- a. \$240
- b. \$640
- c. \$720
- d. \$959

8. In a bonspiel, there were 160 rinks entered and 24 prizes were given. How many prizes was this for every 100 entries?

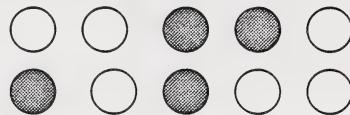
- a. 15
- b. 20
- c. 12
- d. 18

Part 1 Response Page5. c6. b7. c8. a

Part 1 (continued)

9. What percent of the circles are shaded?

- a. 4%
- b. 60%
- c. 10%
- d. 40%



10. On a test you answer 16 out of 25 questions correctly. What percent is this?

- a. 16%
- b. 64%
- c. 75%
- d. 84%

11. Which decimal represents 52%?

- a. 0.0052
- b. 0.52
- c. 52.0
- d. 5200.0

12. Which percent represents the ratio 40 : 100?

- a. 4%
- b. 10%
- c. 40%
- d. 100%

Part 1 Response Page9. d10. b11. b12. c

Part 1 (continued)

13. Which decimal number and percent represent $\frac{4}{5}$?

- 0.8 and 80%
- 80.0 and 80%
- 0.8 and 8%
- 0.4 and 40%

14. What is 55% of 800?

- 55
- 440
- 550
- 44 000

15. 9% of 3600 lottery tickets are unsold. How many tickets is this?

- 400
- 40
- 3240
- 324

16. Which group of three represents the same amount?

- 60%, 0.6 and $\frac{3}{5}$
- 25%, 0.25 and $\frac{1}{5}$
- 40%, 40 and $\frac{40}{100}$
- 5%, 0.5 and $\frac{1}{2}$

Part 1 Response Page13. a14. b15. d16. a

Part 1 (continued)

17. The Pep Club earned \$600 for selling \$3000 worth of magazine subscriptions. What percent of the total sales did the Pep Club receive?

- a. 2%
- b. 5%
- c. 20%
- d. 50%

18. Which choice is 50% of 32?

- a. 8
- b. 16
- c. 24
- d. 32

Part 1 Response Page17. c18. b

Part 1 (continued)

19. Which diagram shows 10% of its area shaded?

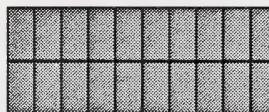
a.



b.



c.



d.



20. A major airline had reservations for 80% of its seating capacity. If the airplane for Flight 40 has 250 seats, how many reservations were there?

- a. 80
- b. 100
- c. 200
- d. 250

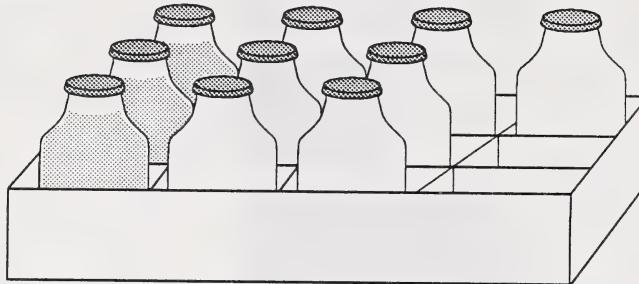
Part 1 Response Page19. d20. c**Total for Part 1 = _____ (maximum possible: 40 marks)**

60

Part 2: Short Answer Questions

When answering the following questions, give complete answers and show all necessary work. Use the response page at the right.

1. Examine this diagram.



2

a. What is the ratio of the number of full bottles to the number of empty bottles in the carton in the diagram?

b. What is the ratio of the number of empty spaces to the number of full spaces in the carton in the diagram?

3

2. Write a statement using this diagram and each of the following ratios.



a. $3 : 5$

b. $\frac{4}{3}$

c. 5 to 12

Part 2 Response Page

1. a. 3 : 7

b. 2 : 12 or 1 : 6

2. a. The ratio of the number of circles to the number of triangles is 3 to 5.

b. The ratio of the number of squares to the number of circles is

$\frac{4}{3}$.

c. The ratio of the number of triangles to the number of all the figures is 5 to 12.

Part 2 (continued)**2**

3. There are 85 boys and 74 girls in a school. Write a statement to compare the number of boys and the number of girls using these.

- a. a difference
- b. a ratio

2

4. Draw a diagram to show why the ratio of 6 triangles to 3 circles is equivalent to the ratio of 2 triangles to 1 circle.

Part 2 Response Page

3. a. There are 9 more boys than there are girls at the school.

or

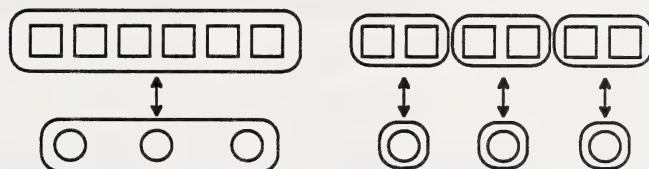
There are 9 fewer girls than boys at the school.

b. The ratio of the number of boys to the number of girls is 85 to 74.

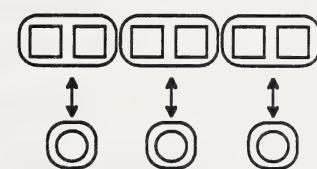
or

The ratio of the number of girls to the number of boys is 74 to 85.

4.



6 : 3



2 : 1

Part 2 (continued)

3 5. Express each ratio in its simplest form.

a. $4 : 12$

b. $\frac{24}{40}$

c. 8 to 32

2 6. Which ratio is greater?

a. $\frac{5}{8}$ or $\frac{1}{2}$

b. $4 : 5$ or $5 : 4$

3 7. Write two ratios equivalent to each of the given ratios.

a. 3 to 1

b. $20 : 5$

c. $\frac{4}{6}$

Part 2 Response Page

5. a. 1 : 3

b. $\frac{3}{5}$

c. 1 to 4

6. a. $\frac{5}{8} > \frac{1}{2}$

b. 5 : 4 > 4 : 5

7. a. Answers will vary. These are two possibilities.

6 to 2

9 to 3

b. Answers will vary. These are two possibilities.

4 : 1

40 : 10

c. Answers will vary. These are two possibilities.

 $\frac{2}{3}$ $\frac{8}{12}$

Part 2 (continued)

2

8. In the first period of a hockey game, the Midget 'A' team scored on 3 of 15 shots on goal. The Midget 'B' team scored on 3 of 12 shots on goal. Which team had the greater ratio of goals to shots on goal?

4

9. Complete these proportions.

a. $\frac{3}{4} = \frac{\square}{32}$

b. $\frac{7}{\square} = \frac{42}{60}$

c. $\frac{15}{3} = \frac{90}{\square}$

d. $\frac{\square}{40} = \frac{32}{160}$

2

10. In Pearl's button collection, the ratio of red buttons to blue buttons is $\frac{7}{8}$. There are 56 red buttons. How many blue buttons are there?

Part 2 Response Page

8. Midget 'B' had the greater ratio since 3 to 12 or 1 to 4 is better than 3 to 15 or 1 to 5. One score in 4 shots on goal is better than 1 score in 5 shots on goal.

9.

a. $\frac{3}{4} = \frac{\boxed{24}}{\boxed{32}}$

b. $\frac{7}{\boxed{10}} = \frac{42}{60}$

c. $\frac{15}{3} = \frac{90}{\boxed{18}}$

d. $\frac{\boxed{8}}{40} = \frac{32}{160}$

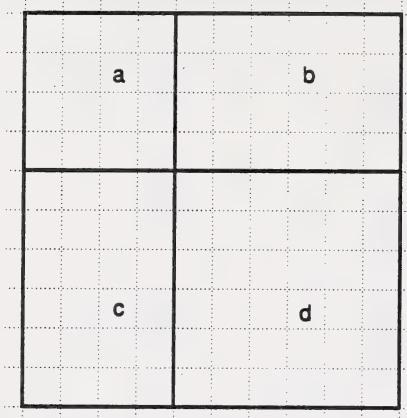
10. There are 64 blue buttons in Pearl's button collection.

Part 2 (continued)**2**

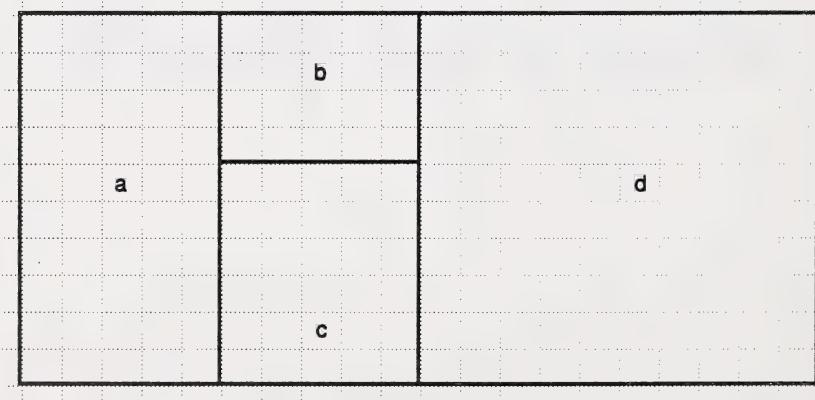
11. The ratio of boys to girls is 2 : 3. There are 60 students in school. How many students are boys and how many are girls?

4

12. What percent of the whole is each of the following?

**5**

13. What percent of the whole is each of the following?



Part 2 Response Page

11. There are 24 boys and 36 girls at this school which has 60 students in all.

12. a. 16%

b. 24%

c. 24%

d. 36%

13. a. 25%

b. 10%

c. 15%

d. 50%

Part 2 (continued)

3

14. Express each of these decimal numbers as a percent.

- a. 0.75
- b. 0.08
- c. 0.3

3

15. Express each of these ratios as a percent.

- a. $\frac{69}{100}$
- b. 15 : 100
- c. 100 to 100

3

16. Express each of these percents as a decimal number.

- a. 60%
- b. 9%
- c. 75%

3

17. Express each of these percents as a fraction in lowest terms.

- a. 40%
- b. 5%
- c. 58%

Part 2 Response Page

14. a. 75%

b. 8%

c. 30%

15. a. 69%

b. 15%

c. 100%

16. a. 0.6

b. 0.09

c. 0.75

17. a. $\frac{2}{5}$ b. $\frac{1}{20}$ c. $\frac{29}{50}$

Part 2 (continued)

2

18. Estimate 9% of \$42.

2

19. Calculate 90% of \$58.

2

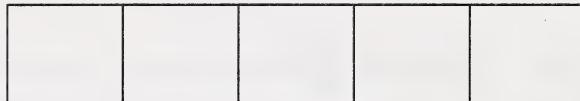
20. 30% of Mr. Kilpatrick's income is spent on housing for his family. How much of his \$38 000 income is spent on housing each year?

2

21. 40% of Mr. Kilpatrick's garbage is food scraps. What mass of food scraps are contained in 24 kg of garbage?

2

22. Shade in 40% of the rectangle shown.



2

23. If all the rectangle in Question 22 was shaded, what percent of the rectangle would be shaded?

Part 2 Response Page

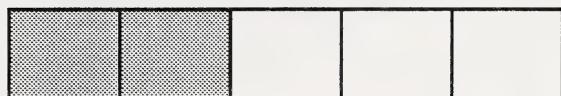
18. Answers will vary, but should be around 4.

19. \$52.20

20. \$11 400 is spent on housing.

21. 9.6 kg is food scraps.

22.



23. 100%

Total for Part 2 = _____ (maximum possible: 60 marks)

50

Part 3: Problems

When answering the following problems, show all the work and express answers in a statement. Use the response page at the right.

1. Keith is 2 years old. His brother Andy is 14 years old.
 - 2 a. Use a ratio in simplest form to compare their ages now.
 - 2 b. Use a ratio in simplest form to compare their ages in one year.
 - 2 c. Use a ratio in simplest form to compare their ages one year ago.
 - 3 d. How many years will it be until the ratio in simplest form of Keith's age to Andy's age is 1 to 2?

Part 3 Response Page

1. a. The ratio of Keith's age to his brother Andy's age is 1 : 7, or the ratio of Andy's age to his brother Keith's age is 7 : 1.

b. The ratio of Keith's age in one year to his brother Andy's age in one year is 1 : 5, or the ratio of Andy's age in one year to his brother Keith's age in one year is 5 : 1.

c. The ratio of Keith's age one year ago to his brother Andy's age one year ago was 1 : 13, or the ratio of Andy's age one year ago to his brother Keith's age one year ago was 13 : 1.

d. In 10 years Keith will be 12 years and Andy will be 24 years and the ratio of their ages will be 1 to 2.

Part 3 (continued)

4

2. Jane has 40 coins in her pocket. If she has only nickels and dimes and the ratio of nickels to dimes is 3 to 2, how many nickels and dimes does she have?
3. Read the following advertisement. Then answer the questions concerning it.

In blindfold tests,
people preferred piecrusts made with
Baker's Choice Shortening
by 3 to 1 over piecrusts made with other
leading shortenings.



3

- a. What is the ratio of the number of people who preferred piecrusts made with Baker's Choice to the total number of people tested?
- b. If 360 people took part in the blindfold test, how many preferred the Baker's Choice piecrusts?
- c. Rewrite the advertisement using a percent.

3

Part 3 Response Page

2. Jane has 24 nickels and 16 dimes in her pocket at this particular time.

3. a. The ratio of the number of people who preferred piecrusts made with Baker's Choice to the total number of people tested is 3 to 4.

b. Of people tested, 270 people preferred the Baker's Choice piecrusts.

c. In a blindfold test, 75% of the people preferred piecrusts made with Baker's Choice shortening over piecrusts made with other leading shortenings.

Part 3 (continued)**6**

4. a. Clip from a magazine or a newspaper three examples of different ways ratios or percents are used in the real world. Tape the clippings in the space provided on the response page.

Part 3 Response Page

4. a. Answers will vary.

Part 3 (continued)

2 b. Make up a mathematics problem using one of these clippings.

2 c. Solve the problem.

5. Nadine earned \$150 babysitting. She spent 60% of the money. She gave 30% of the remainder to her mother to repay a loan, and she put the rest in the bank.

3 a. How much money did she spend?

3 b. How much money did she give her mother?

3 c. How much money did she put in the bank?

Part 3 Response Page

b. Answers will vary.

c. Answers will vary.

5. a. She spent \$90.

b. She gave her Mom \$18 to repay a loan.

c. She put \$42 in the bank.

Part 3 (continued)**5**

6. John Ruhl must pay taxes on \$42 600 of income. His taxes are calculated by finding 28% of the first \$27 500 of income and 40% of the remaining income. How much tax will he pay?

Part 3 Response Page

6. He pays a total of \$13 740 in taxes.

Total for Part 3 = _____ (maximum possible: 50 marks)



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Mathematics 7

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